

University of Arkansas for
Medical Sciences
Child Trauma Clinical
Psychology Postdoctoral
Fellowship

2021-2022
Training Year

UAMS[®]

| Psychiatric
| Research Institute

Table of Contents

The Setting	1
Fellowship Overview	3
Faculty	9
Applying to Fellowship	11
Contact Information	12
Life in Little Rock	13

The Setting

Little Rock

Little Rock is a scenic city sitting on the south bank of the Arkansas River in Central Arkansas. It is the capital and most populous city in Arkansas with a 2019 population estimate of 197,000, though the Little Rock metropolitan area is ranked 78th in terms of population with approximately 740,000 residents. The size of Little Rock and surrounding area not only gives its residents a feeling of living in a large city with many amenities accessible to them but also provides a small town feel with quiet shops and family-friendly neighborhoods. In fact, in 2014 Little Rock was ranked #1 in “America’s 10 Great Places to Live” by *Kiplinger Personal Finance* magazine.



University of Arkansas for Medical Sciences

The University of Arkansas for Medical Sciences (UAMS) is Arkansas’ only comprehensive academic health center. It is the largest public employer in the state with more than 10,000 employees in 73 of Arkansas’ 75 counties and a regional campus in Northwest Arkansas. UAMS offers 64 baccalaureate, master’s, doctoral, professional, and specialist degree programs and certificates through their Colleges of Medicine, Nursing, Pharmacy, Health Professions, Public Health, and graduate school. UAMS also is home to seven institutes where specialized clinical care and research are conducted, including the Winthrop P. Rockefeller Cancer Institute, Harvey &



Bernice Jones Eye Institute, Myeloma Institute, Donald W. Reynolds Institute on Aging, Jackson T. Stephens Spine & Neurosciences Institute, Translational Research Institute, and the Psychiatric Research Institute. UAMS and its clinical affiliates, Arkansas Children’s Hospital and the VA Medical Center, are an economic engine for the state with an annual economic impact of \$3.92 billion. Due to its wide ranging influence, UAMS is impacting the health care of Arkansans now and in the future.



The Psychiatric Research Institute (PRI) is a state-of-the-art facility that is dedicated to improving the mental health and well-being of residents in Little Rock, the state of Arkansas, and the country through evidence-based treatment, innovative research, and quality training and education. Clinical programs are dedicated to treating children, adolescents, and adults through a variety of outpatient clinics and inpatient programs, including the Walker Family Clinic, Child Study Center, Center for Addiction Services and Treatment, Women's Mental Health Program, and STRIVE, a school-based community outreach program.

In addition to clinical care of psychiatric disorders, research and education are integral to the overall approach of PRI. The institute's focus on evidence-based care takes into consideration the education of future medical personnel while relying on the work of research scientists to provide innovative forms of treatment. The PRI has three research divisions: Center for Addiction Research, Center for Health Services Research, and Brain Imaging Research Center. Educational programs include an APA-accredited doctoral clinical psychology internship, child trauma psychology and neuropsychology fellowships, general psychiatry residency, and fellowships in child and adolescent, forensic, addiction, and geriatric psychiatry.

Child Trauma Fellowship

Overview

The goal of our program is to provide fellows with specialized training in the evaluation and treatment of traumatic stress in children and adolescents using evidence-based assessment and intervention models. The fellowship offers training opportunities in outpatient (Child Study Center) and inpatient (Child Diagnostic Unit) settings, both of which offer significant opportunity to work with underserved populations. The fellow may also have opportunities to provide umbrella supervision to our psychology doctoral interns, depending on interest and experience.

Child Study Center

Overview of Setting: The Child Study Center has been offering mental health services to children and families since 1955. This center is a major program within the Division of Child and Adolescent Psychiatry and serves children and adolescents from birth through age 17 and their families. The clinic attracts patients from throughout the state for psychotherapy and psychological evaluation services, although the majority of patients are from the Central Arkansas region. The patient population for the clinic generally reflects the racial and ethnic breakdown of the Little Rock metropolitan area. Socioeconomic status also is diverse; however, the majority of clientele come from lower income homes. Staff at the Child Study Center includes psychologists, doctoral psychology interns and postdoctoral fellows, psychiatrists, psychiatry residents and fellows, licensed clinical social workers, licensed professional counselors, and nursing.

Patient Population: The Child Study Center serves infants, toddlers, preschoolers, school-age children, and adolescents representing the full range of problems normally presenting to an outpatient clinic. Typical referrals include traumatic stress, ADHD, disruptive behavior, depression, and anxiety. Due to our statewide referral base, rarer cases such as bipolar disorder, psychosis, and selective mutism are referred to the clinic as well. Although fellows may gain experience in working with youth of all ages, they mostly commonly work with preschool or school-age youth. Similarly, although patient presenting concerns vary within the clinic, fellows will focus on treating posttraumatic stress and disruptive behaviors.

Core Training Opportunities: During the 12-month rotation, fellows implement evidence-based specialty interventions for youth experiencing traumatic stress or young children exhibiting behavior problems. In addition, they conduct diagnostic (intake) assessment for new patients referred to the clinic and provide psychological evaluations for a wide range of presenting problems across the age range. Furthermore, fellows may also gain experience in implementing treatment interventions via telepsychology.

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Fellows provide TF-CBT with youth ages 3 through 17 who are experiencing mood, anxiety, and/or behavioral problems as a result of traumatic stress. Children and adolescents seen during this rotation often have experienced maltreatment, witnessed domestic violence, resided in foster care, and/or experienced other traumatic events such as natural disasters, medical procedures, or

death of loved ones. Fellows often gain experience working with professionals who are a part of the Division of Child and Family Services (DCFS) and child dependency courts, including case workers, guardians ad litem, attorneys, court appointed special advocates, and judges. In addition, fellows may have the opportunity to implement an evidence-based treatment for preschool and school-aged children who have developed problematic sexual behaviors as a result of trauma exposure. Dr. Vanderzee and Ms. Hamman have completed the Train-the-Consultant or Train-the-Supervisor programs offered by TF-CBT developers and supervise fellows weekly in both individual and group supervision modalities. By the end of fellowship, fellows typically will have made significant progress towards meeting the national certification requirements for TF-CBT.

Child-Parent Psychotherapy (CPP). Fellows conduct CPP for children birth through age 5 who have experienced trauma and are currently exhibiting posttraumatic, behavior, emotional, or attachment-related difficulties. This evidence-based, dyadic treatment focuses on strengthening the parent-child relationship, enhancing safe parenting practices, and providing caregivers and children an opportunity to process trauma. One important aspect of CPP is the frequent work with multiple caregiver-child dyads for the same patient (e.g., work with both foster parent/child and biological parent/child dyads) as well as the inclusion of “offending caregivers” that are not routinely included within other trauma treatments. Fellows often gain experience working with professionals who are a part of our state’s Safe Babies Court Teams (SBCT) or who are involved with the child welfare system, including case workers, guardians ad litem, attorneys, court appointed special advocates, and judges. Fellows will gain hands-on experience with preparing documentation and participating in court teams. There may also be opportunities to testify within court proceedings. They also gain exposure and practice with a reflective supervision model in which they are able to process their own cases and contribute to the reflective growth of their colleagues. Dr. John is a certified CPP state trainer and provides weekly reflective supervision to trainees in group and individual formats. By the end of fellowship, fellows are able to make significant progress towards meeting the national rostering criteria for CPP.

Parent-Child Interaction Therapy (PCIT). Fellows are able to obtain training in PCIT, a treatment for children ages 2 through 6 who exhibit disruptive and oppositional behavior. PCIT is an evidence-based, dyadic treatment that results in a stronger relationship between caregivers and children and use of more effective and appropriate caregiver disciplinary strategies. Fellows typically first observe supervising psychologists conduct PCIT with several patients before transitioning to being a co-therapist with the psychologist, though supervisors tailor the training for fellows who have previous experience with the model. For example, fellows who meet national therapist certification before fellowship have the option to complete Within Agency training during the training year. Dr. Pemberton (regional trainer) and Dr. Mesman (within agency trainer) provide live supervision with fellows as they conduct the sessions. Dr. Pemberton meets with trainees weekly for group supervision as well. By the end of fellowship, fellows will have made significant progress towards meeting the national therapist/within agency trainer certification requirements as set forth by PCIT International.

Psychological Evaluations. In addition to psychotherapy experiences, fellows also provide psychological evaluations to children and adolescents with a broad range of presenting issues, including ADHD, learning difficulties, traumatic stress, anxiety, mood problems, autism spectrum disorder, and disruptive behaviors. Referral questions often include diagnostic clarification, assessment of level of functioning, and treatment planning. Fellows gain experience in clinical interviewing; administration, scoring, and interpretation of psychological tests and measures; formulation of diagnostic impressions and recommendations for intervention; and oral and written communication of assessment findings. Typical psychological testing instruments include tests of intelligence, achievement, adaptive functioning, executive functioning, and attention, as well rating forms and diagnostic interviews assessing emotional and behavioral disorders. Dr. Mesman meets weekly with fellows for individual supervision.

Other Training Opportunities.

Complex Trauma Assessment Program. Fellows may also have the opportunity to conduct psychological evaluations through the Complex Trauma Assessment Program. The goal of the program is to provide comprehensive, trauma-informed assessments for children ages 3-18 in the foster care system who have a history of chronic interpersonal maltreatment and exhibit serious clinical symptoms. Additional complexities of psychiatric medication use, acute and residential hospitalizations, disrupted placements, and/or previous diagnoses of attachment-related concerns are frequently present. Evaluators conduct these evaluations to clarify diagnoses, assess level of functioning, and provide recommendations related to level of care needed and specific services indicated. Multiple domains of functioning are assessed through administration of psychological tests and measures; clinical and diagnostic interviews with patients, caregivers, and caseworkers; behavior observation; record review; and consultation with other pertinent parties (e.g., teachers, therapists). Results lead to recommendations for evidence-based treatments, assistance for other professionals in care coordination, and a framework to aid caregivers in making informed decisions about the care of the child. Dr. Mesman meets weekly with fellows for individual supervision.

Child Diagnostic Unit

Overview of Setting. The Child Diagnostic Unit is a psychiatric inpatient unit that provides services for children ages 2 to 12 who are need of diagnostic clarification due to the complexity, frequency, severity, and intensity of their symptoms, as well as the functional impact they have on the child and their family. Many of the children have been psychiatrically hospitalized multiple times and are poorly understood by outpatient providers, schools, and their families. The inpatient unit has 10 beds.

The mission of the unit is to provide child and family centered care in a collaborative, compassionate, and trauma sensitive manner to establish clarification of diagnoses and development of appropriate treatment planning for the child. An interdisciplinary approach is utilized relying on specialists in child psychiatry, psychology, social work, occupational therapy, speech and language, education, and nursing. The milieu model used on the unit is Collaborative

Problem Solving (CPS). The basic premise of CPS is “Kids do well if they can” and it is the job of clinicians, including psychology fellows, to assist in identifying the cognitive lagging skills that interfere with the child’s ability to meet expectations. (e.g., executive functioning deficits, emotion regulation). Other key components of CPS include identifying unsolved problems and working collaboratively with children to solve these problems.

Patient Population. Children present with a variety of symptoms, including verbal and physical aggression, disruptive behaviors, irritability, mood lability, extreme inflexibility, and significant noncompliance. Diagnoses frequently include ADHD and other disruptive behavior disorders, mood and anxiety disorders, autism spectrum disorder, and traumatic stress. Children also present with developmental delays and sensory difficulties.

Core Training Opportunities. During their 12-month rotation fellows conduct comprehensive psychological evaluations for the children on the unit, which includes administering tests of intelligence, academic achievement, adaptive functioning, and behavior rating forms; conducting clinical interviews; engaging in behavioral observations; and reviewing clinical records.

Other Training Opportunities. Each fellow has the opportunity to participate in the unit’s interdisciplinary treatment team meetings, which last 1 to 1 ½ hours on Mondays and Wednesdays. During these meetings, each discipline reports on the most recent observations and assessment findings for each child. In addition to psychology, disciplines present in these meetings include psychiatry, nursing, social work, speech therapy, and occupational therapy. Fellows frequently contribute to these meetings by sharing behavioral observations and/or testing results.

Supervision. Supervision typically totals ½ to 1 hour per week and is conducted in segments at the beginning and end of the fellow’s “shift.” At the beginning of the shift, the testing needed for that day is discussed, along with any recommendations to facilitate testing completion for each child. Following completion of testing for the day, the fellow and the supervisor discuss the day’s findings and behavioral observations. This frequently includes discussion of the fellow’s thoughts and observations related to the child’s diagnoses, and may include other topics such as problem-solving for future testing interactions with a given child or children with similar presentations. Dr. Pemberton is the supervisor the rotation.

Research

Although the majority of the training during the fellowship focuses on clinical activities, the fellow will also spend a small portion of time engaged in scholarly activities, which may include presenting for community stakeholders or at conferences, writing manuscripts, or assisting with grant applications. Faculty interests include childhood behavior problems, childhood traumatic stress, and dissemination/implementation of evidence-based trauma treatments.

Cultural Humility Curriculum

The overall goal of the Cultural Humility Curriculum is to help each psychology trainee make progress toward being a psychologist who exhibits cultural humility in clinical practice, teaching and mentoring, and/or research. The baseline knowledge, attitudes, and skills for each trainee will

vary, and thus, the growth and end-of-fellowship progress will be different for each trainee. This course provides a variety of teaching modalities to enhance cross-cutting knowledge, attitudes, and skills related to cultural humility. The format involves in-person lectures, process-oriented group discussions, journaling activities, assigned readings, and experiential activities. Although the overall goal of the course is not explicitly to enhance social justice—that is, the social advocacy of a psychologist to create equity in our society—it is possible that certain trainees, instructors, or experiences may gravitate toward social justice. This is welcomed and encouraged.

Upon successful completion of this course, fellows will complete the following objectives aligned with guidelines from the American Psychological Association's (2017) Multicultural Guidelines (in parentheses).

- 1) Gain an understanding of how individual difference (e.g., gender identity, age, sexual orientation, race, religion), intersectionality (e.g., gender x race), and societal and institutional oppression (e.g., white supremacy, gerrymandering, poverty), influence knowledge, attitudes, and behaviors of patients, mentees, supervisors, and research participants. (Guidelines: 1, 2, 4, 5, 7, 8, 9)
- 2) Develop a command of technical vocabulary related to multicultural topics. (Guidelines: 3)
- 3) Build or enhance skills (e.g., critical thinking, interpersonal communication) in understanding and articulating thoughtful responses to topics or controversies involving multicultural issues in clinical practice (e.g., culturally adapting interventions), teaching and mentoring, and research. (Guidelines: 3, 6, 9, 10)

Recent topic-oriented seminars have covered various aspects of multiculturalism, such as immigration, able-bodiedness, LGBT health, religion and spirituality, military culture, and racial and ethnic health disparities. During process-oriented groups, trainees and faculty leaders discuss and reflect upon the role of cultural humility in reducing health disparities, power and privilege, structural violence, microaggressions, institutional and systematic oppression, prejudice and stereotypes, and interpersonal communication about multicultural issues.

Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am				PCIT	
8:30am	TF-CBT Supervision	CSC Child Therapy	Child Diagnostic Unit	Supervision	Child Diagnostic Unit
9:00am					
9:30am				CSC Child Psych Testing	
10:00am	CSC Child Therapy				
10:30am		CPP Reflective Supervision			
11:00am					
11:30am					
12:00pm	Lunch	CSC Meeting	Lunch	Lunch	Lunch
12:30pm					
1:00pm		Psych Test Supervision			
1:30pm					
2:00pm	CSC Child Therapy	CSC Child Therapy	Child Diagnostic Unit	CSC Child Psych Testing	Research
2:30pm					
3:00pm					
3:30pm					
4:00pm			Cultural Humility Curriculum		
4:30pm					
5:00pm					

CSC = Child Study Center

Training Faculty

Kelly Hamman, LCSW

She/Her/Hers

Mental Health Professional, Trauma Training Treatment Specialist

University of Arkansas Little Rock (Social Work) – 2008

Clinic/Rotation: Child Study Center Trauma-Focused CBT

Clinical Interests: Child and adolescent trauma; early childhood mental health; Trauma-Focused Cognitive Behavioral Therapy; Child-Parent Psychotherapy

Research Interests: Dissemination and sustainability of evidence-based practice; predictors of adherence to EBT fidelity

Sufna John, PhD

She/Her/Hers

Associate Professor

Co-Director, Arkansas Building Effective Services for Trauma (ARBEST)

Southern Illinois University, Carbondale – 2014

Clinic/Rotation: Child Study Center Child-Parent Psychotherapy; Cultural Humility Curriculum; Reflective Practice Curriculum (when available)

Clinical Interests: Early childhood trauma; complex trauma assessment; intergenerational and parent trauma; Child-Parent Psychotherapy;

Research Interests: Factors that impact the success and course of childhood trauma symptomology and treatment; development and dissemination of best practices in trauma-informed care

Advocacy Interests: Improving child welfare practices, building cultural humility in healthcare settings, building evidence-based approaches for understanding and addressing “attachment concerns” in traumatized youth

Glenn Mesman, PhD

He/Him/His

Associate Professor

Assistant Training Director

Southern Illinois University, Carbondale – 2010

Clinic/Rotation: Child Study Center Psychological Evaluation; Parent-Child Interaction Therapy

Clinical Interests: Psychological evaluations; Parent-Child Interaction Therapy

Research Interests: Behavioral difficulties in early childhood; dissemination of evidence-based practices

Joy Pemberton, PhD

She/Her/Hers

Associate Professor

Texas Tech University – 2010

Clinic/Rotation: Child Study Center Parent-Child Interaction Therapy, Child Diagnostic Unit

Clinical Interests: Disruptive behavior disorders; child and adolescent trauma; Parent-Child Interaction Therapy; psychological evaluations

Research Interests: Dissemination of evidence-based practices; increasing availability and accessibility of empirically-based practices

Karin Vanderzee, PhD

She/Her/Hers

Associate Professor

Miami University – 2013

Clinic/Rotation: Child Study Center Trauma-Focused CBT

Clinical Interests: Child and adolescent trauma; disruptive behavior disorders; Parent-Child Interaction Therapy; Trauma-Focused CBT; Child-Parent Psychotherapy

Research Interests: Infant mental health, trauma; improving child welfare system; dissemination of evidence-based practices

Eva Woodward, PhD

She/Her/Hers

Assistant Professor

Suffolk University – 2015

Rotation: Cultural Humility Curriculum

Clinical Interests: Health psychology; integrating mental health into primary care settings

Research Interests: implementation science to promote equitable and just delivery of health care

Applying to Fellowship

Eligibility Requirements

- Completion of a PhD or PsyD in clinical or counseling psychology from an APA-accredited doctoral program
- Completion of a one-year APA-accredited doctoral internship
- Dissertation must be defended before start of internship
- Permanent US resident

Application Procedure

For those interested in applying, the following materials should be emailed to Glenn Mesman, PhD (grmesman@uams.edu):

- Cover letter
- Vita
- Three letters of recommendation
- De-identified sample psychological evaluation report demonstrating the integration of multiple sources of data

The deadline for completed applications is rolling and will continue until the position is filled.

Interviews

Applicants will be interviewed by supervising faculty and meet with current postdoctoral fellow(s) through a video conferencing platform (e.g., Zoom).

Stipend and Fringe Benefits

Current stipend is \$48,000 plus the fringe benefit package. Stipends are determined each year in the University of Arkansas Medical College annual budget.

Fellows are considered Medical School House Staff and participate in all fringe benefits allotted to medical interns and residents as set forth by UAMS and Arkansas Children's Hospital. These include, but are not limited to, paid professional liability insurance coverage, paid hospitalization insurance policy for the fellow, plus benefits at nominal cost for dependents.

Fellows also receive the following:

- Free parking
- Fifteen (15) days of personal leave plus holidays
- All costs associated with EPPP and the licensure process (preparation materials, fees, etc.) are covered in full by the department.

Contact Information

Jennifer L. Gess, PhD, ABPP
Director, Psychology Training
Associate Professor, Neuropsychology
Department of Psychiatry
University of Arkansas for Medical Sciences
gessjenniferl@uams.edu
501-526-8239

Glenn Mesman, PhD
Assistant Director, Psychology Training
Associate Professor, Child Clinical Psychology
Department of Psychiatry
University of Arkansas for Medical Sciences
grmesman@uams.edu
501-364-5129

Life in Little Rock

Education

- The Little Rock School District, the largest in the state, contains approximately 50 public schools and provides educational services to over 25,000 students annually.
- Three other school districts service the children and adolescents of Pulaski County – Pulaski County Special School District, North Little Rock School District, and Jacksonville North Pulaski School District.
- Little Rock is home to both the Arkansas School for the Blind and the Arkansas School for the Deaf.
- Over 12,000 students receive their education at the University of Arkansas at Little Rock (UALR), and the university features over 100 undergraduate degree programs and over 60 graduate degree programs.
- Philander Smith College, a private historically black college founded in 1877, is affiliated with the United Methodist Church and is a founding member of the United Negro College Fund. The college was added to the US National Register of Historic Places in 1999.
- Arkansas Baptist College is a private historically black liberal arts college established in 1884. It is the only historically black Baptist school west of the Mississippi River. The Main Building on its campus, built in 1893, is one of the oldest surviving academic buildings in the state and was listed on the US National Register of Historic Places in 1976.
- Founded in 2004, the Clinton School of Public Service is a branch of the University of Arkansas System and offers students a Master in Public Service degree.

The Arts

- Arkansas Arts Center is the state's largest art museum and contains drawings, collections, children's theater productions, a museum school, gift shop, and a restaurant.
- Arkansas Repertory Theatre, founded in 1976, is the state's largest professional, not-for-profit theatre company and produces works such as contemporary comedies, dramas, world premieres, and dramatic literature.
- Arkansas Symphony Orchestra performs over 30 concerts a year.
- Ballet Arkansas is the state's only professional ballet company.
- Community Theatre of Little Rock, founded in 1956, is the area's oldest performance art company.
- Robinson Center Music Hall hosts the Arkansas Symphony Orchestra and several Broadway national touring shows each year.
- Wildwood Park for the Arts is the largest park dedicated to the performing arts in the South and features seasonal festivals and cultural events.

Museums

- The Mosaic Templars Cultural Center in 2020 achieved accreditation by the American Alliance of Museums, the highest national recognition a museum can receive. The accreditation is the ninth awarded to a black culture/history institution in the nation and only the third in the South.

- Little Rock has a proud history of being on the forefront of the civil rights movement. The Little Rock Central National Historic Site commemorates the desegregation of Central High School in 1957 and the persistence of nine African American students in attending a formally all-White school.
- The William J. Clinton Presidential Center, opened in 2004, includes the Clinton presidential library and the offices of the Clinton Foundation and the Clinton School of Public Service. The library facility cantilevers over the Arkansas River, echoing Clinton's campaign promise of "building a bridge to the 21st century."
- The Arkansas Arts Center, the state's largest cultural institution, is a museum of art and an active center for the visual and performing arts.
- The Museum of Discovery features hands-on exhibits in the fields of science, history, and technology.
- The Historic Arkansas Museum is a regional history museum focusing primarily on the frontier time period.
- The MacArthur Museum of Arkansas Military History, opened in 2001, is the last remaining structure of the original Little Rock Arsenal and one of the oldest buildings in central Arkansas. It was the birthplace of General Douglas MacArthur who went on to be the supreme commander of US forces in the South Pacific during World War II.
- The Old State House Museum is a former state capitol building now home to a history museum focusing on Arkansas' recent history.
- The ESSE Purse Museum illustrates the stories of American women's lives during the 1900s through their handbags and the day-to-day items carried in them.
- Heifer International is the headquarters of the global hunger and poverty relief organization, adjacent to the Clinton Presidential Center.

Food and Drink

- Arkansas's capital city offers an amazing selection of local restaurants, award-winning chefs, and unique dining experiences. The ever-expanding Little Rock foodscape is a mashup of Southern classics, soul food, barbecue, and adventurous ethnic dishes. In 2015 Forbes Travel Guide included Little Rock in their "Five Secret Foodie Cities."
- Check out Little Rock Food and Drink for the best locally-owned restaurants in the city (www.littlerock.com/food-drink).
- Little Rock's food truck scene satisfies the appetites of locals and visitors alike. Approximately 70 food trucks converge in Little Rock on an annual basis in September for the Main Street Food Truck Festival.
- Numerous ethnic food festivals occur on an annual basis in Little Rock, including Greek, Jewish, Indian, Turkish, and Italian food celebrations.

Outdoors

- *Outdoor* magazine named Little Rock one of its 2019 Best Places to Live.
- The Arkansas River Trail offers over 17 miles of river view that runs along both the north and south banks of the Arkansas River. There are five pedestrian and bicycle bridges connected to the River Trail, making Little Rock the only city in the country with five pedestrian bridges that stretch over a navigable body of water. The trail is a must-see for visiting cyclists, hikers, and outdoor enthusiasts.

- The Big Dam Bridge is one of the longest pedestrian and bicycle bridges in North America and spans the Arkansas River.
- Little Rock has over 60 parks and recreational areas.
- Riverfront Park stretches 11 blocks on the south bank of the Arkansas River in downtown Little Rock. The park provides 33 acres of urban parkland for outdoor events, leisure activities, and a glimpse of the state's history.
- Two Rivers Park is a 1000 acre tract at the confluence of the Arkansas and Little Maumelle Rivers. The park has many amenities including bike trails, walking trails, gardens, and abundance of wildlife, as well as the new pedestrian bridge that connects to the Arkansas River Trail.
- Pinnacle Mountain State Park is adjacent to the western side of Little Rock. The most prominent feature of the park is Pinnacle Mountain, which towers over 1,000 feet above the Arkansas River Valley and includes several hiking trails. The park also includes the Arkansas Arboretum, an interpretive trail with flora and tree plantings.
- Rattlesnake Ridge Natural Area contains 5 miles of trails rated intermediate to expert.
- Toltec Mounds Archeological State Park, a national historic landmark, comprises one of the largest and most impressive archeological sites in the Lower Mississippi River Valley. Presented here are Arkansas's tallest Native American mounds.

Sports

- The Arkansas Travelers, the AA professional minor league baseball affiliate of the Seattle Mariners, play their home games at Dickey-Stephens Park in North Little Rock.
- The Little Rock Rangers soccer club of the National Premier Soccer League (NPSL) played their inaugural seasons in 2016. Home games are played at War Memorial Stadium in the heart of Little Rock and boast one of the highest fan attendances in the NPSL.
- War Memorial Stadium also is the second home of the University of Arkansas Razorbacks football team who play most of their home games at Donald W. Reynolds Razorback Stadium in Fayetteville.
- The city is also home to the Little Rock Trojans, the athletic program of the University of Arkansas at Little Rock. The majority of the school's athletic teams are housed in the Jack Stephens Center, which opened in 2005. The Trojans play in the NCAA Division II Sun Belt Conference, where the Arkansas State Red Wolves are their chief rival.
- The Little Rock Marathon, held on the first Sunday of March every year since 2003, features the world's largest medals given to marathon participants.

Links to Local Information

- Little Rock Visitors Bureau – www.littlerock.com
- Little Rock Calendar of Events – www.littlerock.com/calendar
- Little Rock Neighborhoods – www.littlerock.com/travel-tools/neighborhoods/